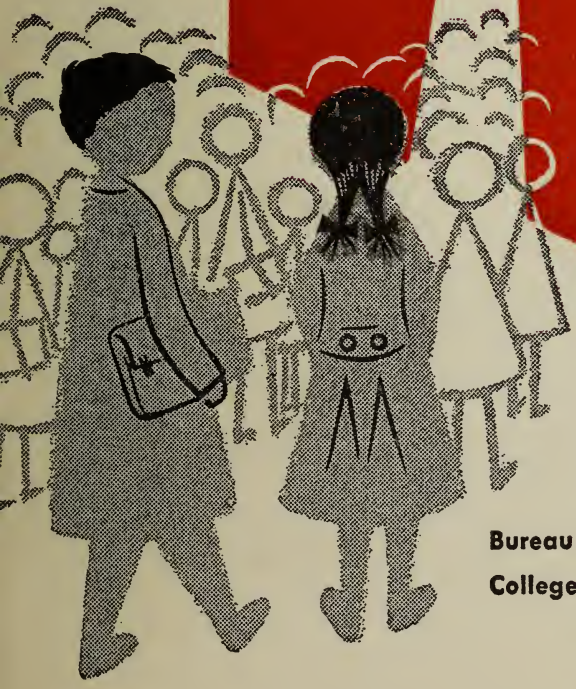
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1952/53

1952-53 school year

Illinois Statewide
HIGH SCHOOL TESTING PROGRAM



Unit on Evaluation

Bureau of Educational Research
College of Education UNIVERSITY OF ILLINOIS

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Foreword

This booklet introduces you to our 1952-53 Illinois Statewide High School Testing Program. A Program of eleven years' standing, its goals are to aid you in **compiling a core of essential information on each student** which may be used in

a. guidance and counseling

b. curriculum evaluation

This is your Program. Each year it has tried to adapt itself to your needs and demands. Again this year new modifications have been made to make it of maximum use to you and your teachers.

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The 1952-53 Illinois Statewide High School Testing Program

THE TEST BATTERY

To build the nucleus of a testing battery, one should consider what measures will yield information of most value to teachers and administrators. This is the problem confronting the Statewide Testing Program. It is obvious that an essential of any such battery is a measure of general academic aptitude. From such a measure one can gauge the general level of academic aptitude in the school and can spot those in need of special attention. The **California Short-Form Test of Mental Maturity** (CTMM) has been chosen to serve this function in the Program battery. The CTMM results are summarized in three scores —

Total — an index of general academic aptitude

Language — an index of ability to manipulate verbal symbols

Non-Language — an index of ability to deal with abstractions other than verbal

M. SMITH
DEC 18 1952

In addition, there are certain basic skills which transcend the boundaries of particular courses or subject matter. These skills are accepted widely as important objectives in almost all schools, irrespective of grade level. Measurement of as many as possible of these basic skills is important to a testing program which seeks to give some measure of curricular achievement and to predict the success of an individual pupil's future efforts. From the skills and abilities in this category two of the most basic, reading comprehension and writing ability, have been chosen as the objectives to be measured by tests of this Program.

The **Illinois Test of Reading Comprehension** is broken into parts, each dealing with an important subject matter content of the high school curriculum. A separate score on each part is given as follows:

Social Science — an index of ability to read and comprehend social science material

Physical Science — an index of ability to read and comprehend material in the natural sciences (also, ability to read and interpret graphs and tables)

The **Illinois Test of Writing Skills** results are reported in three scores:

Achievement — indicative of the student's general writing ability

Conventional Error — ability to avoid errors in the use of the conventions of correct and formal English

Functional Error — ability to avoid errors which impair the author's ability to convey his meaning precisely

In order that the test battery of the Program can become increasingly useful, new work on the basic-objectives type of test is under way. Currently we are concerned especially with the problem of measuring "critical thinking." This, or "problem solving" as it is oftentimes called, is an objective which is of vital importance to all schools, particularly as the conflict on social, political, and economic questions continues to increase. Last year we indicated that we were working on a test which measured one aspect of this problem — the interpretation of data. This test is in its second experimental form and is close to the point where it can make its debut. Watch for more news of it!

In addition, plans have been laid for a new test in the reading comprehension area; and it is also relevant to critical thinking measurement. This test will deal with more complex behaviors than are measured by the present reading comprehension test. Plans for this test have just recently been formulated.

NEW AID IN SPOTTING STUDENTS WHO MAY NEED SPECIAL ATTENTION

As you look at the Report of Scores you frequently see sets of scores which seem to be strangely inconsistent. A student, John for instance, apparently has high ability according to the academic aptitude test yet he does not achieve equally well on the basic skills tests. It might be that the test scores are not a good measure of his achievement, e.g., during the test he might have become ill. On the other hand, John might be what is called an underachiever, that is, a person whose achievement does not measure up to his academic ability. You might wish to observe more closely and give special attention to students such as John.

This year the Program has been set up to help you spot cases like John's. Those students whose academic ability test scores are out of line with their achievement test scores will be marked so that you might find them more readily. A preliminary screening such as this should prove to be valuable.

ARE THOSE LOW SCORES JUSTIFIED? — Another New Aid to Interpretation

In the scoring process here in the Unit on Evaluation we have frequently come across instances where the pupil gets a low score primarily because he did not complete the test. His score might thus not be an accurate measure of his ability. In those instances where we have noticed an incomplete paper we have notified the school. This year we plan to check *all* test papers for this condition and to indicate which are incomplete tests on the Report of Scores. Then when you check a pupil's scores, you will know what tests he has or has not finished. By knowing that he did not complete a test, you will be less likely to misinterpret the score. Conversely, knowing that a pupil has tried the items, you are in a better position to judge his performance.

ADDITIONAL AIDS TO FACILITATE YOUR USING THE RESULTS

To help you to utilize the test results, the Unit on Evaluation has prepared various interpretative materials —

Conversion Table for I.Q.'s — This table saves you the computation normally involved in computing I.Q.'s. All you need do is look up the I.Q. directly from the test percentile and the person's age.

Manual for Interpreting Average School Percentiles — This is a manual of interpretation designed to help you better understand the ways in which the average percentile scores for your school may be interpreted in relation to the performances of other schools.

Manual of Interpretation for the Scores — This manual is designed to aid you in utilizing the results of the Program for curriculum evaluation, assessing achievement of the basic skills and abilities, and carrying on vocational and educational guidance and counseling.

In addition, the Unit on Evaluation will be happy, upon request, to aid you in your interpretation problems. We have from time to time considered the possibility of holding workshops concerning the problems of using the Statewide Testing Program results in your guidance program. This is something that we want to push only if there is really a need and desire for such help. Should you feel that a workshop would be of value to you and that you would be interested in organizing or participating in one, we would appreciate an expression of such interest.

HERE IS HOW *your* PROGRAM WORKS

YOU

1

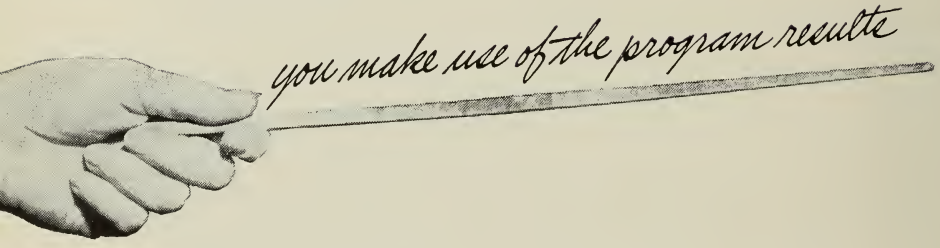
Order the tests (see order blank)

2

Give the tests —

A test of academic aptitude

Tests of achievement in basic skills



3

WE

Provide all materials for testing (tests, answer sheets, student record cards, electrographic pencils, manuals, and complete administration directions)

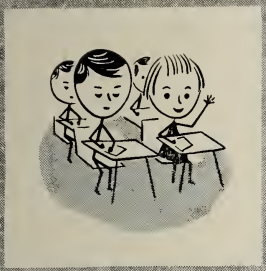
Completely score the tests

4

Compile reports (report of scores, a school's average percentile score on each test, student record card, profile card)

Provide aids to interpretation of the tests

REPORT OF SCORES —



Gives you the relative standing of your pupils in learning ability and basic skills achievement

Helps you to spot students needing special attention — the slow who need remedial work; the bright who need enriched programs

Helps you to spot students falling short of the normal expectation for students of their ability

PUPIL PROFILE CARD —

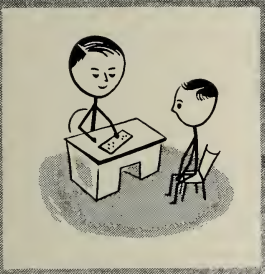


Common interest evoked by card provides a good starting point for your group discussions of common student problems

Can cause student to consider his educational and occupational goals

Sent home, it brings parents into closer contact with the school concerning the problems and accomplishments of their children

STUDENT RECORD CARD —

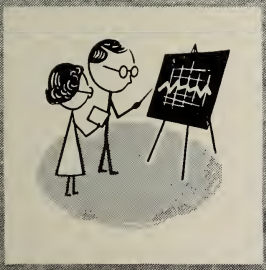


Simplifies record keeping; gives you a handy informative reference on test scores and important characteristics of each student

Serves as basis of individual conference with student

Helps you to study the student — Should he continue his education? — in college? — in technical school? Are his occupational plans realistic?

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Allows you to compare your school's achievement with comparable schools in the state

Indicates the need for remedial groups

Shows curricular strengths and weaknesses — aids in setting the level of achievement you might expect of your students

WHO MAY PARTICIPATE

The Program is open to the high schools of the state of Illinois. The tests were designed for the junior and senior years of high school and, therefore, norms are available only for those grades. Most schools test both juniors and seniors their first year in the Program and then build a continuing program by testing juniors each year and testing only those seniors who are new to the school.

TIME OF TESTING

You have your choice of six two-week periods of testing. The tests are given during September, October, and November.

In order to operate the Program with satisfaction to all, you are asked to indicate on the order blank your first and second choices of testing dates. Every effort will be made to give each school its preferred period. It is suggested that *avoiding* the peak periods at the end of September and the first of October may result in faster processing.

RAPID PROCESSING OF RESULTS

In order that you may be able to use the results while the testing experience is still fresh in the student's mind, it is hoped that we can repeat or improve on last year's processing schedule. Test results in almost every case were returned to the school within six weeks after the tests were received in this office. Since over 42,000 students were tested last year, further shortening of the processing schedule without reducing accuracy will be difficult.

COST OF THE PROGRAM

Beginning last year, the running expenses of the Program were put on a self-sustaining basis. The cost of the Program will be the same as last year — only thirty-eight cents per pupil tested. The only additional cost will be that of shipping the tests to your school by express and the cost of returning materials — the booklets and pencils — by express and the answer sheets by first-class mail (although we have used express for return of answer sheets in the past, a post office ruling has made it clear that *used answer sheets* are to be sent only by first-class mail). Those schools which desire profile cards will be charged one cent per pupil card.

MAY WE SUGGEST

that you return your order card early. It will help us complete plans for next year.

Should you like further information or should you have any questions or suggestions, please write to

UNIT ON EVALUATION
UNIVERSITY OF ILLINOIS
1007 SOUTH WRIGHT STREET
CHAMPAIGN, ILLINOIS

In a Nutshell . . .

THE 1952-53 ILLINOIS STATEWIDE HIGH SCHOOL TESTING PROGRAM:

For Juniors and Seniors only

Eight test scores, three tests —

California Short-Form Test of Mental Maturity

Illinois Test of Reading Comprehension

Illinois Test of Writing Skills

Thirty-eight cents per pupil plus shipping costs

Three different types of reports —

Student Record Card

Report of Scores

School Mean Percentiles

A fourth type of report at a slight extra cost —

Profile Cards

New —

Additional aids to help you spot students who may need your special attention

Incomplete answer sheets noted to help prevent possible misinterpretation

Functions of the Unit on Evaluation

Administration of the Illinois Statewide High School Testing Program.

Development of new tests, methodology, and theory.

Development of a research program to further the above.

Administration of a test rental and scoring service for the high schools of the state.

Consultation services with individual schools concerning testing problems.

Consultation services pertaining to the construction of teacher-made tests.

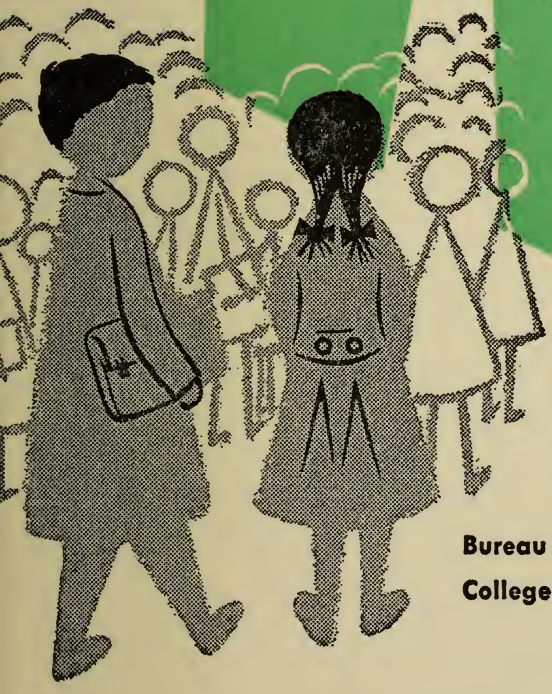
In addition, the Unit on Evaluation serves in a consultative function, similar to the above two functions, to the departments and colleges of the University.

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1953/54

1953-54 school year

Illinois Statewide
HIGH SCHOOL TESTING PROGRAM



Unit on Evaluation

Bureau of Educational Research
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This booklet introduces you to our 1953-54 Illinois Statewide High School Testing Program. A Program of twelve years' standing, its goals are to aid you in **compiling a core of essential information on each student** which may be used in

a. guidance and counseling — through pulling together important information and evaluating basic skills for individual pupils

b. curriculum evaluation — through giving a record of the school achievement in certain basic skills compared to other schools in Illinois

This is your Program. Each year it has tried to adapt itself to your needs and demands. We invite your comments and suggestions.

Turn to page 4 to see —
The plan of the Program . . .
What reports you will receive . . .
How you can use the results . . .

M. SMITH
JUN 30 1953

Points to Note . . .

THE 1953-54 ILLINOIS STATEWIDE HIGH SCHOOL TESTING PROGRAM:

For Juniors and Seniors

Thirty-eight cents per pupil plus shipping costs pays for

- **Rental of tests and purchase of answer sheets**
- **Eight test scores, three tests —**

 California Short-Form Test of Mental Maturity

 Illinois Test of Reading Comprehension

 Illinois Test of Writing Skills

- **Four different types of reports —**

 Student Record Card

 Report of Scores

 School Mean Percentiles

 Student Profile Card (optional — extra cost of one cent each)

- **Manuals to aid interpretation**
- **Designation on Report of Scores of certain "atypical" cases**

The 1953-54 Illinois Statewide High School Testing Program

THE TEST BATTERY

To build the nucleus of a testing battery, one should consider what measures will yield information of most value to teachers and administrators. This is the problem confronting the Statewide Testing Program. It is obvious that an essential of any such battery is a measure of general academic aptitude. From such a measure one can gauge the general level of academic aptitude in the school and can spot those in need of special attention. The **California Short-Form Test of Mental Maturity** (CTMM) has been chosen to serve this function in the Program battery. The CTMM results are summarized in three scores —

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In addition to general aptitudes, there are certain basic skills which are of wide use in many courses or kinds of subject matter. These skills are accepted widely as important objectives in almost all schools, irrespective of grade level. Measurement of as many as possible of these basic skills is important to a testing program which seeks to give some measure of curricular achievement and to predict the success of an individual pupil's future efforts. From the skills and abilities in this category two of the most basic, reading comprehension and writing ability, have been chosen as the objectives to be measured by tests of this Program.

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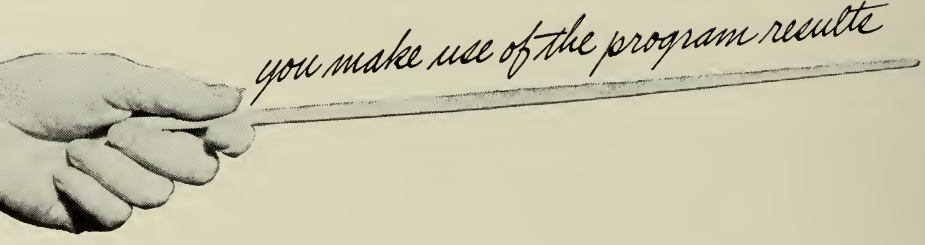
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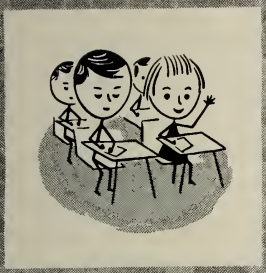
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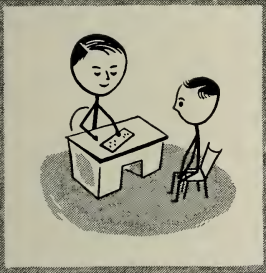


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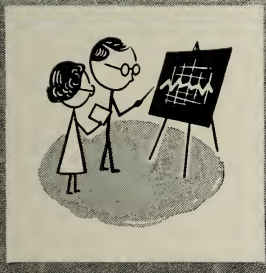


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Conventional Error — ability to avoid errors in the use of the conventions of correct and formal English

Functional Error — ability to avoid errors which impair the author's ability to convey his meaning precisely

USING THE TEST RESULTS IS WHAT REALLY COUNTS

The matter of properly and adequately using the Program results has been given serious attention. All of the report forms have been designed with this goal in mind. Thus, the Report of Scores form, which you receive in triplicate, is an alphabetical listing by grade of all the scores for each of your pupils. And, in addition, to make this form more easily interpretable, it includes certain notations so that —

Over- and Under-Achievers Are Called to Your Attention. As you look at the Report of Scores you frequently see sets of scores which seem to be strangely inconsistent. A student, John for instance, apparently has high ability according to the academic aptitude test yet he does not achieve equally well on the basic skills tests. It might be that the test scores are not a good measure of his achievement, e.g., during the test he might have become ill. On the other hand, John might be what is called an under-achiever, that is, a person whose achievement does not measure up to his academic ability. You might wish to observe more closely and give special attention to students such as John.

The Report of Scores has been set up to help you spot cases like John's. Those students whose academic ability test scores are out of line with their achievement test scores will be marked so that you can find them more readily. A preliminary screening such as this should prove to be valuable.

You Can Be More Certain That a Low Score Is Justified. In the scoring process here in the Unit on Evaluation we have frequently come across instances where the pupil gets a low score primarily because he did not complete the test. Thus his score might not be an accurate measure of his ability. All test papers are checked for this condition. A notation is made both on the Report of Scores and the Student Record Card to indicate an incomplete paper. Then when you check a pupil's scores,

you will know what tests he has or has not finished. By knowing that he did not complete a test, you will be less likely to misinterpret the score. Conversely, knowing that a pupil has tried the items, you are in a better position to judge his performance.

While designing the report forms for maximal usefulness, of which the above with reference to the Report of Scores are examples, we have attempted to develop interpretative materials which tell you "how to do it." Each school in the Program receives:

Manual of Interpretation for the Scores — This manual is designed to aid you in utilizing the results of the Program for curriculum evaluation, assessing achievement of the basic skills and abilities, and carrying on vocational and educational guidance and counseling.

Manual for Interpreting Average School Percentiles — This is a manual of interpretation designed to help you better understand the ways in which the average percentile scores for your school may be interpreted in relation to the performances of other schools.

Conversion Table for I.Q.'s — This table saves you the computation normally involved in computing I.Q.'s. All you need do is look up the I.Q. directly from the test percentile and the person's age.

This past school year, at the request of certain school systems, the Unit on Evaluation has staffed several workshops centered around the use of the Statewide Testing Program results in curriculum evaluation and in guidance and counseling. Because it is impossible to do this for every school in the state, it has seemed generally best to open such workshops to regional areas. Within the limitations of staff time and budget, we plan to continue this practice during the 1953-54 Program to the extent that there are requests from the schools of the state. If you wish to organize or participate in such a workshop, we would be glad to correspond with you about it.

PUT THOSE TEST RESULTS WHERE THEY WILL BE USED

Test results all too frequently are put away in the record file or in some other likely pigeonhole. If they are to be useful, they must be put where they can be seen and used by those having contact with the students. The Student Profile Card is one solution to the problem of getting the results into the teachers' hands. For the cost of only a penny per pupil you can get a complete set of Student Profile Cards for your

school. Each card contains the pupil's name and a single punch for each test roughly indicating how well the student achieved.

Although these cards are frequently used as a basis for counseling with the pupil, they can be used equally well to give teachers some idea of the test results. For instance, they could be sorted into appropriate groups and distributed to the home room teachers. A student's card could be sent to his English teacher. She would be interested in how well her students did on the Test of Writing Skills. And they can be distributed to group advisors and class counselors.

In short, the Student Profile Cards are an inexpensive, flexible, easy-to-use device for getting test results to the places where they will do some good. We suggest you try them. A school may order as many sets as it wishes at the extra cost of only one cent per pupil per set over the regular Program cost. Thus a school testing fifty pupils could get two sets for one dollar.

WHO MAY PARTICIPATE

The Program is open to the high schools of the state of Illinois. The tests were designed for the junior and senior years of high school and, therefore, norms are available only for those grades. Most schools test both juniors and seniors their first year in the Program and then build a continuing program by testing juniors each year and testing only those seniors who are new to the school.

TIME OF TESTING

As indicated on the order blank, you have your choice of six two-week periods of testing. The tests are given during September, October, and November.

In order to operate the Program with satisfaction to all, you are asked to indicate on the order blank your first and second choices of testing dates. Every effort will be made to give each school its preferred period. It is suggested that avoiding the peak periods at the end of September and the first of October may result in faster processing.

RAPID PROCESSING OF RESULTS

In order that you may be able to use the results while the testing experience is still fresh in the student's mind, it is hoped that we can

repeat or improve on last year's processing schedule. Test results in almost every case were returned to the school within six weeks after the tests were received in this office. Since 44,000 students were tested last year, further shortening of the processing schedule without reducing accuracy will be difficult.

COST OF THE PROGRAM

Two years ago the running expenses of the Program were put on a self-sustaining basis. The cost of the Program will be the same as last year — thirty-eight cents per pupil tested. The only additional cost will be that of shipping the tests to your school by express and the cost of returning materials — the booklets and pencils — by express and the answer sheets by first-class mail (although we have used express for return of answer sheets in the past, a post office ruling has made it clear that used answer sheets are to be sent only by first-class mail). Those schools which desire sets of profile cards will be charged one cent per pupil for each set. Thus a school testing seventy-five pupils would be charged seventy-five cents for each set of profile cards (one card for each student).

MAY WE SUGGEST

that you return your order card early. It will help us complete plans for next year.

Should you like further information or should you have any questions or suggestions, please write to

UNIT ON EVALUATION
UNIVERSITY OF ILLINOIS
1007 SOUTH WRIGHT STREET
CHAMPAIGN, ILLINOIS

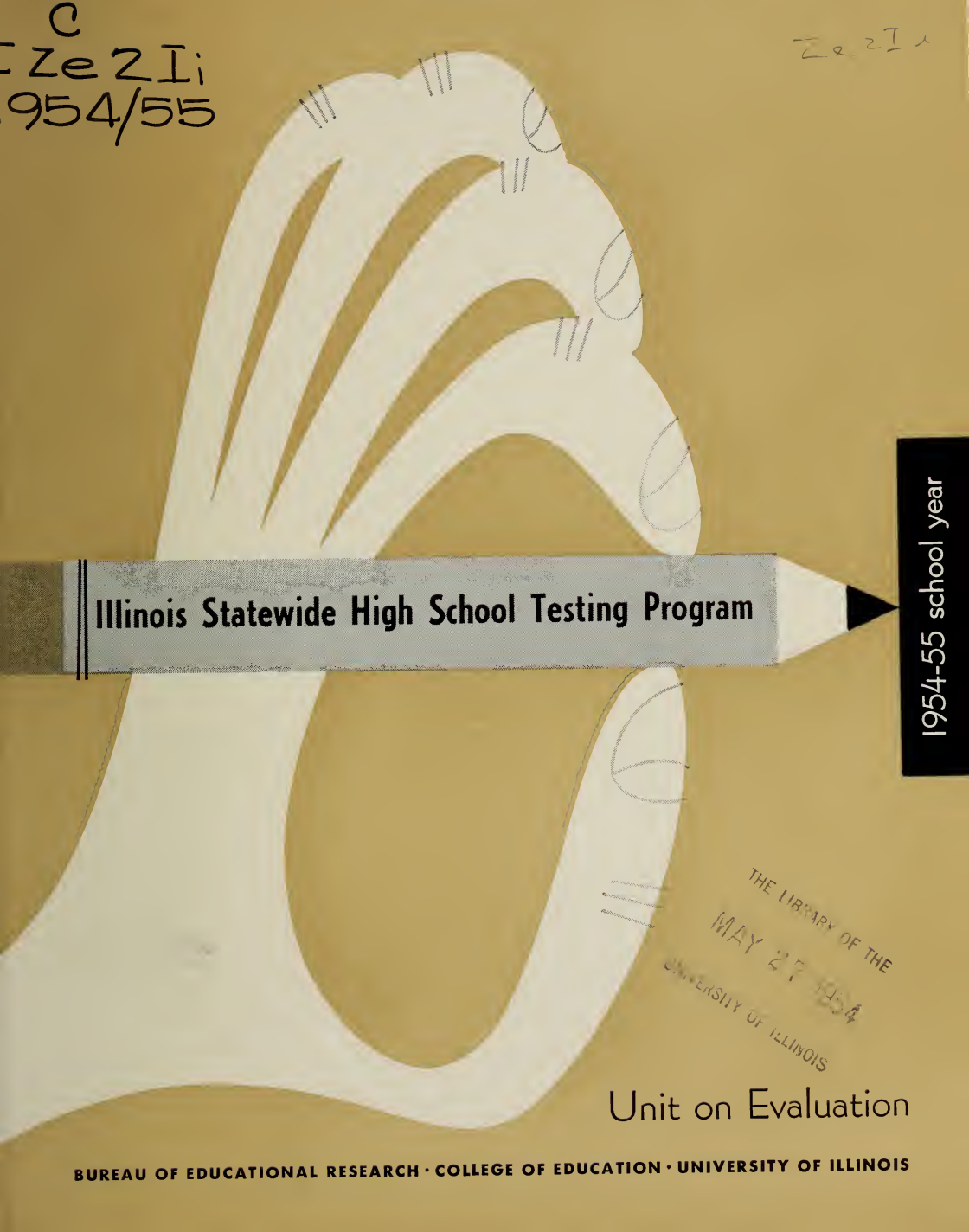
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Functions of the Unit on Evaluation

- Administration of the **Illinois Statewide High School Testing Program.**
- Administration of a **test rental and scoring service** for the high schools of the state.
- Development of **new tests, methodology, and theory.**
- Development of a **research** program to further the above.
- **Consultation** services with individual schools concerning **testing problems.**
- **Consultation** services pertaining to the construction of **teacher-made tests.**
- In addition, the Unit on Evaluation serves in a consultative function, similar to the above two functions, to the departments and colleges of the University.

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Illinois Statewide High School Testing Program

1954-55 school year

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Unit on Evaluation

BUREAU OF EDUCATIONAL RESEARCH · COLLEGE OF EDUCATION · UNIVERSITY OF ILLINOIS

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1954/55

Hi-lites of the Program

MEASURES THE SAME BASIC SKILLS AS IN PREVIOUS YEARS

Academic Aptitude

Reading Comprehension | of Natural Sciences Material
of Social Sciences Material

Writing Skills

BUT USES TWO NEW TESTS

Differential Aptitude Tests — Verbal Reasoning & Abstract Reasoning

A Natural Sciences Reading Test prepared especially for the Program

FOUR DIFFERENT TYPES OF REPORTS

Student Record Card

Report of Scores

School Mean Percentiles

Student Profile Card (Optional — extra cost of one cent each)

MANUALS TO AID INTERPRETATION

PRICE TO SCHOOL: 40 CENTS PER PUPIL (plus shipping)

FOR JUNIOR AND SENIOR CLASSES

TEST RESULTS TO COLLEGES

Results for your school made available to accredited colleges *only* if the school wishes *and* gives its permission.

M. SMITH
SEP 17 1954

Steps Toward a New Program Test Battery

This year we are taking our first steps toward an entirely new test battery. Within the next year or two, all the tests in the battery will be replaced by new and improved versions. This year we are replacing the academic aptitude examination, and the Physical Sciences Reading Test with the tests described below. A new Social Sciences Reading Test is in an experimental version, but will not be ready in time for the 1954-55 Program. Revisions for next fall include:

A DIFFERENT TEST OF ACADEMIC APTITUDE — THE DIFFERENTIAL APTITUDE TEST BATTERY is a group of tests designed for purposes of educational and vocational guidance. Although the total battery comprises eight tests, for practical reasons we have chosen two for inclusion in the Statewide Testing Program. These are the tests of **VERBAL REASONING** and of **ABSTRACT REASONING.** The **VERBAL REASONING TEST** is a measure of ability to understand concepts framed in words. It is aimed at the evaluation of the student's ability to generalize and to think constructively, rather than at simple fluency or vocabulary recognition. The **ABSTRACT REASONING TEST** is a non-verbal measure of the student's reasoning ability. These particular tests were chosen from the total battery with the intent of giving you scores which would (a) permit maximum prediction of the pupil's academic ability, and (b) have a maximum likelihood of finding students who have ability but are handicapped by an inability to handle verbal material. Further, the scores you will receive will be similar to those obtained with the tests used in the Program in the past.

THE DAT VERBAL REASONING TEST correlates highly with other academic aptitude tests. The following data from the DAT manual show the correlation coefficients of the VERBAL REASONING TEST with each of the tests listed.

	FOR BOYS	FOR GIRLS
ACE PSYCHOLOGICAL EXAMINATION	.78	.86
HENMON NELSON IQ	.73	.77
OTIS QUICK SCORING GAMMA	.73	.75
TERMAN-MC NEMAR IQ	.77	. .
PRIMARY MENTAL ABILITIES, VERBAL	.49	.59

We have not found comparable correlations with the CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY at this printing though we will have one available by summer 1954.

The manual for the DAT battery contains a large amount of data on the extent to which the tests predict many specific courses as well as grade averages. These data will help you to see how the tests may be used in your own particular school situation. The Revised Manual of Interpretation for the Program will include many of these data.

Each test, VERBAL REASONING and ABSTRACT REASONING, will yield its own score. Although no total score is usually given with the DAT battery, the Program will also report the percentile rank of the students combined verbal and abstract reasoning scores. All scores will be reported in terms of percentiles based on state norms. These norms based on a carefully selected sample of schools will be checked at the end of the year's Program to assure they were correct. You will be notified if any changes are necessary. The DAT battery does not yield an IQ score.

THE NEW NATURAL SCIENCES READING COMPREHENSION TEST — This test was especially designed and built for the Program. We think it will be a considerable improvement. The test samples the student's comprehension of four reading passages at several levels. For instance, at the most basic level, it checks the student's understanding of the meaning

of certain key words in the passage. It also checks on his sensitivity to the particular meaning of words in context. At a higher level of understanding it tests his ability to recognize a correct restatement of the meaning of phrases or sentences. At the next level it tests his ability to recognize certain implications of the passage. Finally it tests his ability to understand the passages to the point where he is able to apply its principles to a new situation not previously described. The test also measures the student's ability to read graphs, particularly in terms of the inter-relation between the graph and its accompanying written material.

A study of the research in reading comprehension has indicated that, particularly at the high school level, it may be impossible to construct independent diagnostic reading comprehension scores. We are, therefore, reporting only a single score on this test for the coming year's Program. Research will be continued, however, for a means of giving the results of this test more readily apparent diagnostic meaning.

HOW THE PROGRAM WORKS

The testing is done in your own school, by your teachers, in the testing period you specify within the months September through November. (See order blank. We fill all first choices within the limit of our materials.) We send you complete materials for the testing: test booklets, answer sheets, special electrographic pencils, and complete instructions. You return the materials to us and we do all the scoring. Each student will receive eight scores. These scores are (1) verbal reasoning ability score, (2) abstract reasoning ability score, (3) combined abstract and verbal reasoning scores, (4) an index of comprehension of natural science reading material, (5) an index of comprehension of social science reading material, (6) an index of writing skill, (7) an index of ability to avoid conventional errors in

writing (errors which do not so much impair communication as indicate poor form), (8) an index of ability to avoid functional errors in writing (errors which impair communication).

We will send you the test results for your school in the first three forms described below. The fourth form described, the Student Profile Card, is available at a slight extra cost.

1 You will receive a Student Record Card for each pupil. This is an IBM card (3½″ x 7½″) which contains the student's exact percentile scores, a profile of his scores by deciles, and other pertinent information such as occupational choice, college choice (if any), and preferred activities and subjects.

2 You will also receive a complete alphabetic listing of your students by class together with their test scores. This listing will include special indications for those students whose scores show gross differences between their ability and their achievement. There will also be notations for those students whose abstract reasoning ability score is markedly higher than their verbal reasoning ability score. Such students are sometimes reading problems.

3 An average percentile score for each class in your school will be computed for each of the tests. We do not compute the averages for classes having fewer than 15 students because averages from such small groups would not be likely to yield valid comparisons. At the end of the Program we will set up school norms on these averages. This will permit you to compare your school's achievement with other schools of like size and with schools having students of similar academic ability.

4 If you order Student Profile Cards you will receive your scores in still a fourth form. Each profile card contains the pupil's name and a single punch for each test roughly indicating how well the student achieved. Test results are all too frequently put away in the student's

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record file or in some other likely pigeonhole. The Student Profile Cards are intended to put the test results in an inexpensive, flexible, easy-to-use form which can be sent wherever the results will do some good. For instance, they can be distributed to the home room teachers to post them on their results. Similarly they could be sent to English teachers, who would be particularly interested in how well their students did on the Test of Writing Skills. And of course they can be distributed to group advisors and class counselors. The cards are frequently used as a basis for counseling with the pupil and/or his parents.

For the cost of a penny per pupil you can obtain a complete set of Student Profile Cards for your school. A school may order as many sets as it wishes. Thus a school testing fifty pupils could get two sets for one dollar.

WHO MAY PARTICIPATE

The Program is open to the high schools of the state of Illinois. The tests were designed for the junior and senior years of high school and, therefore, norms are available only for those grades. Most schools test both juniors and seniors their first year in the Program and then build a continuing program by testing juniors each year and testing only those seniors who are new to the school.

TIME OF TESTING

As indicated on the order blank, you have your choice of six two-week periods of testing. The tests are given during September, October, and November.

In order to operate the Program with satisfaction to all, you are asked to indicate on the order blank your first and second choices of

testing dates. Every effort will be made to give each school its preferred period. It is suggested that **avoiding** the peak periods at the end of September and the first of October may result in faster processing.

RAPID PROCESSING OF RESULTS

In order that you may be able to use the results while the testing experience is still fresh in the student's mind, it is hoped that we can repeat or improve on last year's processing schedule. Test results in almost every case were returned to the school within six weeks after the tests were received in this office. Since 46,000 students were tested last year, further shortening of the processing schedule without reducing accuracy will be difficult.

COST OF THE PROGRAM

The running costs of the Program are on a self-sustaining basis. To meet our expenses, the cost of the Program next year will be forty cents per pupil. The only additional cost will be that of shipping the tests to your school by express and the cost of returning materials — the booklets and pencils — by express and the answer sheets by first-class mail (although we have used express for return of answer sheets in the past, a post office ruling has made it clear that **used answer sheets** are to be sent only by first-class mail). If you want your material sent by Parcel Post instead of Railway Express, please note that on your order card. Those schools which desire sets of profile cards will be charged one cent per pupil for each set. Thus a school testing seventy-five pupils would be charged seventy-five cents for each set of profile cards (one card for each student).

OTHER AIDS TO GUIDANCE AND EVALUATION

TEST SCORING AND RENTAL SERVICE — The test scoring machines used for Program work are available to you throughout the year as well as for your other testing. We also maintain a stock of the more commonly used machine scorable tests at the elementary and secondary levels. These tests are available to your school on a rental basis. Details of these services are given in a bulletin which was recently distributed to the principals and superintendents of the state. Additional copies of this bulletin are available from this office at twenty cents each.

CRITICAL THINKING TESTS — The Unit is currently building a series of tests in the area of critical thinking. The first of these, a test of the student's ability to judge interpretations of data, is now being offered on a programmed basis each spring. Announcements are routinely mailed to all secondary school principals. We will be happy to add your name to that mailing list if you are interested.

CONSULTATION — The staff of the Unit are available for consultation on your evaluation and guidance problems.

PLEASE RETURN YOUR ORDER CARD EARLY

It will help us complete plans for next year.

Should you like further information or should you have any questions or suggestions, please write to:

UNIT ON EVALUATION
UNIVERSITY OF ILLINOIS
1007 SOUTH WRIGHT STREET
CHAMPAIGN, ILLINOIS

UNIVERSITY OF ILLINOIS-URBANA
3 0112 111988926

Functions of the Unit on Evaluation

Administration of the **Illinois Statewide High School Testing Program.**

Administration of a **test rental and scoring service** for the high schools of the state.

Development of **new tests, methodology, and theory.**

Development of a **research** program to further the above.

Consultation services with individual schools concerning **testing problems.**

Consultation services pertaining to the construction of **teacher-made tests.**

In addition, the Unit on Evaluation serves in a consultative function, similar to the above two functions, to the departments and colleges of the University.